

Simplicitas digna sunt iudices : The integrity of the Judges

or

Epici : An epic poem / literarum alphabeti : Letters of the  
Alphabet

By

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1.1

Quod sit bonum, et quid  
moralis.

Anything that is good and  
moral.

1.2

Et iusti simplicitas digna.

And just, upright and worthy.

1.3

Ut moderna aetas in  
contemplatione Dei.

Of contemplation within the  
modernity of the age.

1.4

Gloria maiestatis splendore  
honestatis.

Honour, majestic, glorious honour.

1.5

Nobilis civitas est in  
remunerationem

Is its recompense within a noble  
state.

1.6

Amicus meus ipsam contemptim.

That my friend is the nature of this  
scorn.

1.7

Haec de oblitum regnum  
amantes amissa.

This forgotten realm of lovers  
lost.

1.8

Atque adeo amatorum eius.

And more than that, of these  
lovers slain.

1.9

Nimum diu tenuisset  
unusquisque nostrum  
necessitatibus ad summum.

For too long, we each have  
held our own needs in the  
highest of regards.

1.10

nemo audeat provocare.

Yet none would dare challenge.

1.11

Ipsius excellentiae  
altitudinem.

The very height of excellence.

1.12

Nobilitas humilitate.

Of nobility in humility.

1.13

Et quae in nostris hominibus.

In humility and in what  
characterises our humanity.

1.14

Hodie progrediuntur  
Constitutis.

To this day halting the  
progression.

1.15

De statu.

Of a state of being.

Silous de “Quid est credere meam” : Silous on “Why believing is a soul”

2.1

Forsitan loquitur. Perhaps he speaks

2.2

Forsitan loquitur gloriam. Perhaps talking of honour

2.3

Proelia fortissimi in abscondito. Of valour on battlefields unseen.

2.4

Plurimum. The most powerful.

2.5

Quo somnio vadum ab altissimis manet. Where deepest shallow dream remains.

2.6

Adhuc et modo per silentium inposuisset firmitatis indicium. Still and only silenced by a token.

2.7

Donum desuper seu inferius. A gift from above or below.

2.8

Donum ab infra, sive supra. A gift from below or above.

2.9

Hoc decus, hoc ipso corde micante. This honour, this very beating heart.

2.10

In umbra locis tectis speculum in memoria. Become a shadow, mirror within the halls and passages of memory.

2.11

Ita credo So believe.

2.12

Communis fidei nostrae. Our shared belief.

2.13

De fide. Of faith.

2.14

Qua spe invicem murmurabant.

Which we each whisper a hope.

2.15

Quod in visceribus animatur  
sumus.

Enlivened are we as with the  
tenderness.

2.16

De primum osculum.

Of the first kiss.

2.17

Et factum est secunda in  
caritate.

And the second in love.

2.18

Et factum est secunda in  
amore oscula.

And the second kiss in love.

2.19

Tantum ergo Sacramentum  
Veneremur et tertia osculum.

And the third kiss in adoration.

2.20

Unusquisque in qua  
deliberatione murmuris est  
spes.

My reflection is on that with which  
we each hope.

2.21

De fide credendi nobis  
participatur.

Of faith in our shared belief.

2.22

Ita, credo.

So, believe.

**Dannias's contemplation**

**Dannias contemplationem**

In the absoluteness of words and phrases.

Et absoluti naturam verborum atque locutionis

Ideas the contemplation of an ideal.

optimus ideas mentis diuinae speculatione

As opposed to a construction of the mind.

ut opponitur ad per animum constructione

Some would call it the constitution of a state.

status quidam vocant constitutionem

Of legislation.

et leges

I call it the foundation of justice.

Voco illam fundamentum ponit iustitiae,

in contemplation of the embodiment of a principle,

ambulans in contemplatione principium,

a tacitly innate and learned academic principle.

didicit vir tacite sibi innata et academic principle.

A skill at one and the same time,

Artem uno tempore

this age of muscle over honour.

brevis gloria in saecula

To simply stand back and watch as all life is extinguished

Ut omnis extincta est simpliciter et vigilate

from any human vessel is the end of all

aliqua ex parte ima omnium hominum coneritur vas

is the end of all humanity.

Finis universae carnis

This, we call peace

Haec nobis pacem appellant

Latinum	Anglicus
Uitae sint notabilia sint.	Life may be remarkable.
Tuo uitae sint notabilia sint.	Your life may be remarkable.
Tuo sint notabilia.	You may be remarkable.
Notabilia sint.	Remarkable.
Sint notabilia sint.	They are remarkable
Genere notabilia sint.	Kind of remarkable.
January	Ianuarii
February	Februarius
March	Martii
April	Aprilis
May	May
June	June
July	Iulii
August	Augustus
September	September
October	Octobris
November	November

December	December
One	unus
Two	duo
Three	tribus
Four	quattuor
Five	quinque



### **A fallen Grecian myth : The Speech of Thrasyarcus**

“Is it the way a person speaks”  
the way they dress or their actions  
promoting the culture of civility in humble service;  
or is it neither mind nor body?  
“What, I pray, tell me, is my soul?”  
Is it within this, my heart or is it within this amalgamation of senses  
and environment?

I could draw a parallel between the depth of a character;  
the ideology and strength of speech in worship.  
I could, but this is enough to sate a soul.  
The role of my voice, of every voice.

*“If love must die, then we must have death in me.”*  
In this are we equal, in every regard awaiting our audience.  
The captive, freed of their imagination,  
their essence displayed for all the world to witness  
the development of faith or salvation; hope and pride of all.  
Who shall compare this scene  
a resolution of devolved emotion.

I hope and pray every day, where others do not,  
and where I do not, other’s hope and pray.  
I fear and feel, until all fall silent to the whimsical folly of my love.

This is the end of all things, in silent contemplation,  
as I lay shifting restless upon a bed, upon this bed,  
with sullied sheets and thoughts of nothing  
bar the same contemplation;  
the same musings that define the actions of this muse.  
I fear I have fallen into the folly of my antipathetic failings  
as a lover and as a friend.

Dannias, Silous Xephon, brothers in soul, spirit and arms,  
where there is no solace in peace we search for war.

Where there is no war we find little solace in peace.  
Stretch out your bejewelled tunic.  
Watch out for the wrath of the Centurion who calls at night.

### **A fallen Roman Myth: Taora and Minia discuss creation**

“Of empire and regality, it begins in my heart  
and in my mind as a tale of stories untold;  
I am told I am a tree, speak freely if you must.” Taora begins,  
beginning the conversation with Minia her cup bearer.

“But only in the beginning,  
in the end, I am a tree, but only for none but I to see!  
A question of the soul of which I am,  
of which I exist and of which I caress and exude a soul.

Is it possible to be love and also to be loved at one and the same time,  
or rather, must I be love always;  
for all of my days are solitary and simply  
the product of my own lack of loving kindness.

Strong and bold, but beyond this alone in all regards”  
Minia pauses and glances at Taora,  
their friendship as a matter of course becomes a point of debate.

“So, what is this soul, this shared analogy  
of a dream of hope and salvation, freedom?  
I dare say, as well as the very wrath of the gods?”  
Taora dances as she asks.

It is the breeze through open window,  
it is the breeze on the top of the tree’s  
and it is the breeze that carries the blackbird onwards, forever  
onwards.

*If this physical fruit bearing tree is fully grown,*

*am I the seed or simply the product of this very same seed?*

The soul itself is timeless, eternal,  
and as such perhaps we are able to commune,  
communicating with the spirits of old, perhaps.

But in so doing, a memory of the past causes a change  
in the present, therefore in order to regain what once was lost,  
how far must one travel,  
travelling beyond the all immortal sea of souls  
in order to reach the impasse of a situation and position  
in which you stand kneeling before a saviour.

We all wish to find that same saviour,  
that idea, that person or people,  
the soul of realised faith.

Some might say, a contract of civil exchange is most effective,  
in your society as with mine;  
but an exchange of souls, bodies minds?

Never, not I for I had once a life,  
a soul and a role in my own, and I will again.

Would you choose to become my position, in my family?  
Would you choose to work in my industry?

Of course not,  
where you have the ability to repay the lives of those touched  
by your own life,  
therefore transition,  
change and move,  
motioning towards your own cracks in the sky,  
the clouds themselves might part and show their heavenly  
glory.

“Transition between faith and morality,  
it is limited without observation of the conciseness  
of the constitution of legislation;  
...

of which a soul does not conform,  
neither to the foundation of education  
in the written laws of any and every nation”  
Minia replies to which her reply is met with scorn from her leader.

“Even within constitutions met,  
of constitutions of legality and faith,  
belief of the populous that they have someone who looks  
out for their interests,  
who looks out for the interests of those who do not have a leader as I?  
Must it always be I?”  
she pauses and muses for all of but a second  
as a cup bearer collects more liquid to be consumed.

**The Total Writing Systemic Method:** Aims (or problems and solutions to the same)

### 1.1

Within this linguistic discourse, predominantly designed to help children to get to sleep (along with a form of communication with parents and equally a writing tool aimed at teaching anyone and everyone to write) without bias in a dialectical syntax has the following aims:-

- I. *In the form of a dialogue with the audience and;*
- II. *in which speech is predominantly defined as the role of a parent/teacher or guardian within the role of parent/teacher/guardian etc.*
- III. *as a tool for allowing anyone to learn to write in a similar and somewhat familiar manner.*

This is such as there appears a theoretical framework within the works surrounding the Multiphase Multiverse Inverter Universe(s) in which grammar, syntax and narrative are a core component of which, all are defined within the narrative of a complex and almost analogous system of natural language. Whilst at first glance, it appears easy to define a poem as a stand-alone construction of individual language, there is more to the general unifying theorem of the framework known as the Total Writing System. All of this is such that the nature of the object of language and its use becomes the subject of orientated normative cultural subjective ideals (specifying the difference between objective and subjective roles within the narrative or within any given narrative through the constructive evaluation and analysis as follows). Other area's of interdisciplinary study such as for instance science, technology and engineering, social anthropology and legislation as well as autocratic and democratic hierarchical structures and the foundations of civilisation feature heavily as mentioned characters within various aspects of the more abstract work to follow. These are exhibited within a diatribe or dialogue in which the poetry allows an opportunity for communication and dissemination of the key themes portrayed within the work; whether that is in a group or as individuals with children or otherwise.

The reason, without focusing on religion is because monotheistic culture focuses on the same ideology shared in part, which is touched briefly upon with a view to defining theistic monoculture through a reimagining of all relative theology and experiential psycho-social evaluation and analysis of converging and diverging trends within sovereign borders both nationally and internationally.

The role of institutions and institutionalisation of society such that a preponderance towards formative and normative verbal, written or visual communication both within academic structures and equally more general interdisciplinary societal contracts of which leads us to areas of specificity and rules within the specific conventional and cultural convention of academic conversation whether monologues, dialogues or analogous synthesis of form in the format with which the reader consumes. This is all completed such that the reader accomplishes a level of academic excellence in the form of diction if nothing else, such that the conversion from colloquial to multi-lingual and multi-interdisciplinary development becomes their (the readers and writer(s)) role.

In this regard it should be noted that writer(s) is taken to mean, any singular person who chooses to use either a technical or non-technical development structure and ambient post analysis and review of either this series or a future successive series of books in which '*mind over matter*' becomes quality, quantity and variability within a key core elemental series of subjective / objective ideas. The subjective / objective matrix thus becomes how one person views either their own work or that of other peoples work both prior to and post development of the same idea e.g. time, space, multiverse etc.

The point or aim is to create a synthesis between multidisciplinary scenario's in which a person learns from both their environment and from every aspect of every person and objectively promotes a subject such that they improve as a writer. Now, as writing is easy for some and harder for others, development of a structure which creates the superfluous motion, namely, fluidity within a powerhouse of creative and imaginative structure comes with time, practice and constant and consistent self motivation (or encouragement). That is to say, as a predetermined understatement, open and free outlooks on divergent linguistic trends would define the difference between normative versus formative and performance

based accounts provided in each and every book. In this primary series (the multiphase multiverse inverter series) the aim was to develop:-

- i. Diction with a view to enhancing self confidence and direction of writing, a literary style and knowledge of a catalogue of work (whether self directed or otherwise).
- ii. Moral standards through communication (be that through the ideology surrounding parents and children, teachers and their students or somewhere in between).
- iii. Educational syllabi within primary, secondary and tertiary infrastructures and potentially a bridge between all three (namely where there is none available).
- iv. Education outside of educational structure either prior to or post academic success.
- v. Encouragement with a view to promoting further development of a positive guide for future generations of writers (and positive enhancement of the bedtime reading experience through polite addition to any bookshelf).

**The Total Writing Systemic Method:** Aims II (or problems and solutions to the same)

## 1.2

The discourse that dictates the language, culture and syntax of racialised speech emphasises and enforces stereotypes. Stereotypes being a form of more obscure and divisive negative heuristic idioms. That is to say over time the difficulties associated with divergent race in multicultural societies becomes a form of educated supposition in which relational symmetry is defined.

Over time, the politics that surrounds class is refined to incorporate multiple perspectives of poor or deteriorating citizenship and identification of attitudes formerly associated with blue collar and '*working class*' voting practices and ideologies. Namely, this forms itself in the association and incorporation of '*second class*' citizenship in which the bias of an entire nation is promoted through the acceptance of firmly held beliefs enshrined in the media and also developed in the same. The role of democratic socialisation and normative role of legislation in left leaning society is for all citizens regardless of age as characterised through institutional education in which equality exists within their infrastructure(s).

Class defined through the varying lenses of strategic, tactical and operational viewpoints expresses convention and acceptance of the organised rules and development within organised structures. As such the failure of society happens to be where a child ceases to be included in the identification of the role of participatory education. This limits the development of not solely social skills through defying as opposed to defining social skills or defining culture and class through societal lens(es).

Equally education in all things from law as a mandatory primary subject at the core edict and role of making or breaking *rights* and *reforming* equality of opportunity is key. In so doing, it highlights current and future trends in inequality as unjust and as unfair. Rebuilding equality as a legitimate quest for freedom, rights and constitutional power and justice as right (in the form of human rights)

and duty in the form of a societal contract in which welfare reform is applied and adjusted in line with inflation is also a similar narrative later to be delved into.

Parenthood as a motivation for youths is a dangerous analyses due in part to the overly sexualised media which psychologically allows youths to form grandiose ideas, connected to self worth as promoted through media infrastructure in which children grow to learn the very same social stereotypes (of which this is a mild generalisation) that halts the progression of society through repetition of the same arguments that have raged since the Representation of the Peoples Act(s).

The role of education through the use of language creates, critiques and self analyses society continuously without hindrance, reinforcing the equal opportunity, at times overshadowed by the hardship faced by single parent households. The difficulty of the failure in schools along with secondary and tertiary education (evolved from high school institutions through to college and university spaces) are open to all, though not all feel they have the requisite skills, knowledge, education or diction to compete in highly competitive markets.

The aim, through utilisation of simple and complex narratives would be to repeat key ideas of interest and discussion to ensue as opposed to directing the course of thought or action (such that a moral counter is pointed towards the morals and values of a society and former negative ideas and ideologies are enshrined as points of argument against right wing ideology). Intelligence through academia and academic principles such as the vocalisation, normalisation and constant appraisal within welfare structures of education are again key when thinking of the same. This can be focused though a reduction in hate speech evidenced through limitation of the use of stereotypes in the form of racism.

As such, it would then point education and the democratic infrastructures and structures as professional, guided tools designed to provide for the state against fascism and right wing politics and policies. This in turn would lead society in this case to be more than free to focus on the ideology and education of peace whilst allowing checks and balances on the psycho-social level as opposed to focusing solely on targeted groups, classes and the wealthy (i.e. halting civil unrest due to mental ill health, lack of self care and allow for the

psychological health check of a nation with a view to overcoming radicalisation through institutions which enshrine institutionalisation.

Again, this comes to the fore in a reduction of wastage in society through a social role for every citizen as opposed to the model of crime that encompasses six key points:-

- Crime and youth.
- Crime and gangs.
- Crime and authority.
- Crime and deterrents.
- Crime and the role of discipline.
- Crime and role of juvenile detention.

Reduction of which would not only save the state multiple forms of wastage within a capable and hard working, honest and honourable civil populous, replacing crime with self worth of the individual through the media's multiple vessels and channels in direct partnership with government and the police. All of this as seen through Strategic (5+ years), Tactical (medium term, 1-3 years) and the shorter term Operational lens (up to 1 year).

**The Total Writing System as a Systematic Infrastructure for alleviating poverty, educating the public and allowing for the detection and prevention of all crime worldwide** : The National Entitlement Card that works as Democracy rather than on a Concessionary basis

### 1.3

General aims, questions and points of note with regards to the disparaging and increasing divergence of the great divide in cultural wealth within class divisions as a note on the richness of a soul, the character of a nation and societal traits that point towards shared and divergent personality within cultural syntax. The differences between a normative labour economy within a social welfare state, or any state point towards the struggle(s) to clothe, feed and heat, house and entertain a civil populous versus the strain on government treasuries and political econometrics worldwide as a route out of pre-founded forms of societal bias. A relaxation within educational infrastructures and institutions allows limitations within any given society and creates an assumption of wealth whereby wealth within a capitalist, socialist or communist infrastructure is shared amongst either the entire populous or solely within an elite infrastructure that serves the few and not every aspect and corner of a nation. Despite this fact, corruption within each of the above mentioned systems is endemic, obvious and a strain to the public purse as well as of detriment to the health and well-being of any society due to the rapid rate of progress of every industry and infrastructure outside of social welfare.

The historic nature of job creation through government intervention and private and public partnerships as evidenced through various offices and departments should highlight a route to alleviating

civil unrest and education through principles that are shared within the global civil populous. But without hindrance as to intergenerational difference(s) in opinion, education and background (standardisation as a defence for structure, order and co-operation within any and every nation) allows a route to making poverty history as opposed to historic. For true competition of any state to become a reality, equality of each sovereign nation would have to be a reality. But where the public(s) of each nation allow the endemic nature of child poverty and malnutrition to remain a reality in the modern age, adult literacy and full compliance within governmental structures would have to point towards creating not solely competitive forces within any country but rather a route to the end of corruption.

Architecture in this light is painted as both modern and archaic, with older listed buildings highlighting the heritage of industries that underpinned the political and politicised language of wants and needs, both within the language, grammar and syntax of needs and wants. Marketing utilised and targeted aggressively towards a pre-teenage market every day (as well as more adult fields and disciplines within any given market, literature or culture) paint the inevitability of consumerism within any man or woman, or even a child's nature; regardless of whether they are selfless / self-serving / subordinate in capacity to gain for the drive for more capital.

The double-edged sword of a temporal (or time based economic guide and the social contract of the systematic abuses of welfare and education) within any economy whether it is of scale or even a political economy comes with it's own triggers and set-backs as a result of ideology that either promotes, develops or limits the same. The distribution, applicability and seasonality of preserved concepts, ideals and academic as well as literary economic values from heuristic idioms are the temporal economy manifested through culture, history, art and politics in the form of law as an educated principle.

A simplification of trends in agriculture, business, trade (domestic and foreign) over regionalised and national industry, manufacturing and engineering of ***new and genuinely useful*** products and services for both adult and junior markets split into demographic sub categories in this regard is a necessity. Refining social education with a view to increasing civil service as opposed to increasing solely welfare budgets with a view to ending the plight of any and all kinds of poverty, and especially homelessness in a world that has enough

space to house every human life (or should) along with educating and providing for jobs is the new order of this and every successive generation. But how can this be achieved? Through tertiary education in both physical and natural science for anyone on social welfare with a view to alleviating the very same ills that create social bias.

Improving the self-worth of all nations, people(s) as a societal goal within technical and non-technical fields both domestically and overseas through promotion and encouragement of non-biased, person centred approaches to societal issues and non-judgemental values of successive generations allows for just such a system. The value placed on removal of stereotypes in society and criminalisation of the poor as well as counter-terrorism within globalisation and the use of camera's in alleviating [*and*] reinforcing positive rules within society such that corruption is driven out from the bottom upwards may initially cause instability within value cultures of a nation(s) people as the redevelopment of society falls on the very people(s) it serves. An example would include the distribution and durability within primary, secondary and tertiary manufactured goods worldwide through international competition. The ideology that the philosophy of competitive forces within business, industry and trade accepts social actors but not social activism (and their related activists). Thus the limitations of a glamorous lifestyle with regards to the natural beauty of any nation versus the utilisation of clothing and foodstuffs marketed to support the United Nations world wide as a relief effort in which Food Banks would be operated by multi-national corporations such as supermarkets with a view to limiting the level of taxation paid to government (would also require provision of services such as medication outside of traditional charitable goods and services in unequal divisions of both labour and service or trade).

The scientific analysis of a temporal economy such as a 24 hour gym on the national grid highlights the success and or benchmarking of a complete society in need of continuous overhaul through the knowledge gained from Management infrastructure regardless of capital gain. An example of this point is noted when looking at the strain on the national grid of a lamp post that is not energy efficient or cost effective, secure and equally able to promote the use of conscious capitalism or ethical key indicators within capital use (i.e. CCTV in lamp posts to prevent and deter crime both with the knowledge and application of individual policing efforts within civilised culture whereby locking up individuals at the first instance is

beside the point, the point being to save lives and protect the public, whilst changing the role of a civil servant from civilised educated servant of the people to civilised educated public members who serve one another in roles fit for purpose).

Small business start-ups analysed through education and diversification of a service sector as well as workforce(s) in comparison to benchmarked global startups in the same fields again highlights yet another point, namely that of education and competition in companies to the assumption of combined wealth and individual wealth within *any* sovereign state as well as *every* sovereign state. This is the question of democracy, privacy and rights and freedom's in the modern age. Global governance being a mixture of soft and hard skill sets and the definition of a well rounded education without mandatory legal studies (in high school or possibly earlier with a view to reducing crime as opposed to criminalising the public).

#### *Key questions:-*

- ✖ Can the corrupting influence of the power of wealth be classed as righteous or unrighteous in the eyes of the rich as well as the poor and distinctly destitute?
- ✖ Can the economy and accumulation of wealth ever be classed as a political form equalin states, households and individual global demography?
- ✖ Is poverty just or wholesome?
- ✖ Is wealth respectable or are human rights a richness beyond comparison? (this is not either / or)
- ✖ is wealth respectable or are human rights a richness beyond comparison?
- ✖ Is pride in an empty purse a virtue cursed?
- ✖ Is there honour in wealth or is it contemptible?

A note on Social Welfare and Social Education as a National Entitlement Card available to every member of the public whilst questions of private versus public (or) private public partnership(s) within any field.

The National Entitlement Card should be simple. Once activated by a parent, their child's card should allow them access to:-

- ✓ Bank (a pre-payment system regulated by Government {or Gov.uk})
- ✓ National Insurance
- ✓ Bus Pass
- ✓ Benefits
- ✓ Matriculation into school, college and university
- ✓ Council and library services and accounts
- ✓ Government access
- ✓ National Identity cards (replacing paper I.d worldwide – such as a passport)
- ✓ Social Welfare – from host country
- ✓ Social Education – from any and every institution through distance learning as directed by the United Nations in order to allow pairing and equal opportunity of learning for all students on social welfare which would allow for a national and international system of prepayment into academic and government systems for institutions working closely with all governments in line with anti-poverty and anti-corruption infrastructures.

#### *Disclaimer*

Due to the nature of these books, which all point towards the same idea and ideology, this is simply a suggestion towards a [*global*] democratic society.

**The Total Writing System** : The educational stimulus within a culture of academia starting with equality of diction

#### 1.4

The following and preceding books all have a specific vocal authority with regards to the narrative simply defined through the role of education and legislation in defining the importance of diction and grammatical syntax in which the onus is on the individual reader / writer / student within a societal contract. A note on having to learn the law of a nation starts with the government portal(s) that currently and likely will exist in the future with a view to teaching anyone from any nation how the development of common and civil law led to the development of society. The importance of diction within a subject such as law is derived through English and Latin translations; thus the process of learning and creation become deeply intertwined such as to allow self development through a system of books within a singular bookshelf. Whilst they (the books) are designed to be stand-alone, they equally are a system in which the writer and the student, parent and teacher alike will be able to see the fruits of a system that allows for a multitude of inspiration due to the depth of subject material.

Where there are a number of issues that are required to be discussed or considered disadvantageous (such as for instance the



policies and politics of far right versus the politics of left in which liberal trends and trains of thought are the role of any and every nation, *equality of diction* then translates to moral acceptance or refutation of specific thematic points. For example the evils of exclusionary language within the role of mental health and the cure for the same through a revaluation of an individual's self worth within society through a social and cultural role in the psychological make-up of a nation). As such a structured and multi-tiered strategy is created through the comprehension of thematic discourse in which development of the self is paramount as an ideology with a view to incorporating the individual within a societal setting through education as ultimate equality. The strategies employed in assessing self dedication and commitment to a thematic discourse over the course of a month, regardless of initial comprehension should by the end of the reading leave the reader with a conscious and constant understanding of the expectation of a societal contract. This can be viewed through the syntactical lens of the environmental factors surrounding a mature and civil society through the use of linguistic approaches to broaching the subject of dialogue with regards to harder to communicate ideas such as the politics and identity of racial phenomenon and phonemes in written and academic infrastructures.

Application of current and future trends as well as historical perspectives with regards to national and international academic principles highlighted through the images of light and dark subjects, comedy, poetry, philosophical and political as well as divergent trends within racial and religious expectation of political correctness within a social and anti-social definition of the same issues associated with education. The culture of speech and the use of specific forms of language to point towards national sentiment and international specifications of the requirements of the use of language develops the individual perspective thus altering the freedoms(s) by putting the emphasis of a societal contract on the individual. Where they choose to take up the challenge of writing, developing and aiding in the psychological evaluation of the nation they live in, they become a part of a larger project in which the synthesis of natural and constructed ideas and perspectives allows for a redevelopment of the acceptance of national and cultural values in a normative setting. The analysis and critiquing of internal and external forms of bias on an individual and societal level then creates the image of macro and micro (large or small) conceptions of society in which, the idea of looking at the

synergistic elements of language (the sum of the parts not being equal to the whole, as with *Simplicitas dignita et iucides*) on an individual and societal level.

Equally the onus of development of a narrative is then placed as a constant discursive and discursive is placed on the language used and the information sources as primary tools with a view to developing problem solving and critical language use over time within a specific narrative. Discussion between parent / teacher / guardian(s) and the development of the promotion of educated principles within the nature of a civil society in the form of discourse as a dialogue as opposed to a judgement of civil society then allows the individual to develop themselves rather than competing with (themselves) in the form of completion of a degree or form of education through social welfare. This is utilised in the format of political and philosophical constructive criticism and poetical analyses (in a simplified format that define a number of divergent and convergent trends within society and ultimately the construction of an age of enlightenment through thematic conceptions and the use of tone within the inferences made as a result of moral and societal discussion which should ensue between parent / teacher and guardian(s) as well as children).

Transition between passive and active oral and written thematic discourse as a dialogic interchange between the writer and the reader requires a responsive and direct construction of the moral nature with which liberal art and culture inspire further art and culture in a cyclical rotation of similar and further reaching values that are not solely racial but social (as a point of note, an example of a thematic dialogue might include the dialogue of *5<sup>th</sup> of October : 9pm*. The idea of one nation being picked upon as opposed to any other nation being responsible for the use of education leading to an instance of annihilation of a nation would be in opposition to the direction and movement of an entire civilisation. The aim being to remove the 'ad nauseam' of a negative thematic ideology such as that of race or lack of freedom or sovereignty. This in turn puts the writer somewhere between educator and reader as well as producer where they take up a societal contract in order to develop their local, national and international self-image as well as becoming an ambassador for the nation they serve as a civil servant in any form whilst fulfilling their own role in society. All of this is such that the current and future student aims to become a current and future writer, whether this is

through organised educational infrastructure or otherwise is a role as yet to be developed.

Definition of the grammar in the direct and indirect uses of the Total Writing Systemic and environmental learning processes are defined in the role of the individual and the worth of the same in broaching more difficult subject material; the relevance of which relates to the compound foundation of a learning strategy. Religion, though theistic within the ideology of a monoculture, highlights without expressly being overt or the inverse of the same, on an individual and societal level. Political, economic, social and technological as well as legislation and environmental factors without (and equally within) the demography of democratic infrastructure of educational stimulus.

Cognitive development of both adult literacy through both protracted and emphasised use of incorrect grammatical syntax then aims for all individuals to aim, teach and learn equally at the same time as a route to education and democracy with a view to creating Global Disarmament discussion and (or even) a vote within every democratic infrastructure working towards an equal position within space and time. Development of self-motivation and learning through the *Societal Civil Contract* e.g. such as that discussed within the *Declaration of Education and Social Welfare* as a means to creating a multi-tiered social welfare reform programme such that social inclusion is not on the basis solely of merit or worth of an individual but actually on the academic and societal value placed on the idea of ***Absolute Equality. I.e the faster all of society on a planetary level develops, the quicker the world as a whole will achieve a position within a space based organisation and infrastructure as opposed to applying the competitive forces of one nation over another.***

Personal goal setting and normative guidance, critique and analyses of what a democratic interchange of social value would look like both in a realised educational setting and equally with a view to developing positive mannerisms, behaviours, dialogue and interchange with democratic infrastructures. Equality of Opportunity as a Societal Contract that defies individual perceptive behaviour and the use of language with a view to defining the opposite of bias through questions of social bias, class and the need to alleviate poverty through any and all means (such that lives are saved in winter, summer and equally any season in which the environment is still affected such that there is a danger that people either dehydrate or

freeze whilst contracting potential sickness and disease on the streets of any nation). Equally, development of a coping schemata such that the efforts of bullying and of the bullied (for children and equally for adults) is removed with a view to noting the nature of productions of written material.

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